



Vice President for Pre-College Programs Harvey Corson poses with Child Development Center Program Coordinator Gail Solit and student Thomas Morere, 2, at a Nov. 16 reception welcoming CDC to Pre-College Programs and celebrating CDC's recent reaccreditation.

## CDC moves to Pre-College Programs

After nine years of operating under the University's Division of Administration and Business, Gallaudet's Child Development Center has been transferred to the Office of the Vice President for Pre-College Programs.

The change in supervision, which became effective on Nov. 1, was the result of a philosophical change that has evolved over the years from CDC being strictly a day care facility to being a developmental education facility. The program is now housed in the Kendall Demonstration Elementary School in an area especially designed to provide a positive learning environment for young children.

"I want to take this opportunity to thank the Division of Administration and Business, its vice president, Paul Kelly, and the CDC Advisory Board for their interest and support over the years," said Vice President for Pre-College Programs Harvey Corson. "We welcome the CDC staff, children, and parents to Pre-College Programs and look forward to working together."

"It's appropriate to have the CDC in an educational environment—it gives more opportunity for interaction between children in the CDC and students at KDES," said Maryanne Royster, special assistant to the Vice President for Pre-College Programs.

Gail Solit, program coordinator for the CDC, said she views the new administrative arrangement optimistically. "Maryanne and [Dr. Corson] are very supportive of us and we look forward to working with Pre-College," said Solit, who will report directly to Royster.

The CDC's goal is to have groups of younger students enrolled at KDES divide their week between the elementary school and the CDC in order to integrate deaf and hearing students. From this aspect, the placement of CDC in Pre-College should complement this objective, she said.

Solit took the opportunity to announce the CDC's recent reaccreditation by the National Academy of Accredited Programs, a division of the National Association for the Education of Young Children. The CDC was first accredited by the academy in 1987. Child care centers from across the nation who volunteer to be accredited by the academy are reviewed every three years to renew their accreditation status, said Solit.

According to Royster, this year will be a year of review between the CDC staff, parents, Pre-College administrators, and the CDC Advisory Board, the latter being a group of faculty, staff, and parents that provides input and feedback related to CDC policies and programming.

A number of possibilities are being considered for the future. For example, Royster said that ways are being looked into to boost the overall enrollment of children in the CDC, increase the percentage of deaf students in the program, and obtain grants to supplement funding. She also said that a sliding-scale fee structure that will make the CDC affordable to more parents is under consideration.

On the matter of funding, Royster said that although the University has agreed to provide some financial support to the CDC, the program will

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## Improving campus literacy standards is a community effort, report finds

Every member of the University community, from students through the Board of Trustees, must work together to improve literacy standards at Gallaudet, according to the findings of a recently released report, "English Skills Assessment Review Project (ESARP): Findings and Recommendations."

The ESARP investigation, which began in the spring of 1991, was prompted by concerns about the literacy levels of students that were registered by students and by English Department faculty. The study focused on the reading and writing competence of Gallaudet undergraduates, the tests used to measure English skills, and the effectiveness of the instruction designed to develop reading and writing competence. The project also included a review of the University's past efforts to study and respond to these issues.

The report states that students should rightfully expect to be adequately prepared to fully participate in their classes and to move through their educational program at a reasonable pace. They should expect informative feedback on their progress. And they should be assured that their efforts in school will result in them learning the skills they need to be qualified workers in their field after they graduate.

Parents of students, potential employers of Gallaudet graduates, and the legislators who provide funding for the University legitimately all share these expectations.

Sources of data in the ESARP

report included student reading test scores, samples of student writing, and the perceptions of English Department faculty in both the College of Arts and Sciences and the School of Preparatory Studies, general education faculty, University administrators, and the students themselves.

According to 10 years of data from students taking a test known as the Degrees of Reading Power (DRP), many students admitted to Gallaudet, and even some of those about to graduate, are not able to understand college-level textbooks.

Most of the faculty from eight different departments interviewed for the study said they are dissatisfied with the quality of student writing, and many said they modify writing assignments to accommodate their students' writing abilities. The perception of students with stronger academic skills may be that some instructors teach to the bottom of the class, while less able students wish instruction were better targeted to their weaknesses.

English faculty members who said they were not satisfied with the English instructional program, noted that a number of students who left their program were not actually capable of doing the levels of reading and writing for which their English courses supposedly certified them.

Administrators, too, expressed dissatisfaction with the English abilities of entering students and said that employers are sometimes surprised by the

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President Jordan joins the family of Joseph Mattivi, an assistant professor in the School of Management who died in 1992, to recognize the endowment of a scholarship fund in his name. From left are Ann Pinciotti, his mother; Larry Mattivi III, his twin brother; Jonathan, his younger brother; Larry Jr., his father; and Larry Sr., his grandfather.



## 'Star Gallery' showcases MSSD students' art creations

Visitors to the Model Secondary School for the Deaf will find the school's new art gallery a place out of character with the often noisy, active energy of adolescence that pervades most high schools, including this one.

"People have said that when they come in they just feel this sense of relaxation with the colors and the arrangement of the space," said Peggy Reichard, an MSSD ceramics instructor. Susan Flanigan, marketing coordinator for Pre-College Outreach, spearheaded the establishment of the gallery with the assistance of Reichard and MSSD English Program Supervisor Janie Baldi. Flanigan, Reichard, and Baldi developed the new Honors Gallery Curatorship Program this past summer.

The Star Gallery opened officially Oct. 20 for MSSD's parents' night to "a lot of very enthusiastic response," according to Flanigan and Reichard.

A committee of deaf and hearing teachers and staff designed the gallery space and the six student curators, working with faculty sponsors, chose the pieces for display.

The display cases show examples of student work in sewing, sculpture, woodworking, drafting and graphics, and ceramics. In addition, students' drawings and paintings adorn the walls.

"I was happy to hear about the new program because we can show what experiences students have and also share information. We want to show that students have the ability to come up with a lot of creative skills," said student William Armstrong, curator for ceramics displays along with faculty sponsor Reichard.

Cuong "Sal" Le, student curator for woodworking, said, "I feel proud of my work as curator. I get compliments in other classes for the work on display." Since seeing the ceramics exhibit go up, Le has decided to take a ceramics class. Le said he probably would not do this if not for the gallery exposing him to ceramics.

"I feel [the gallery] has a great impact on other departments," said woodworking instructor A. Timothy Scanlon. "It's uplifting. It's a little bit of a facelift for the school building." Scanlon also said that he has heard of several students who want to take woodworking or other art classes because of the gallery.

Setting up an exhibit is not an easy job, said Scanlon. "It's hard because you have many [student] projects to choose from, several different colors, and you have to decide what is the

best work to exhibit, and the best way to display it." Scanlon said he has already seen Le develop a good eye for setting up an exhibit so that people will enjoy it and understand it.

Jimmy Pastorick, student curator for drafting and graphics, agrees. "It's a lot of fun," he said. "I'm learning something, and it's motivating." He said that his exhibit has opened parents' and students' eyes to the field.

Pastorick's faculty sponsor, drafting and graphics instructor Reginald King, sees more than motivation here. "It's very educational for the students," he said. "I think it gives them a broad perspective of how things are created and presented. They develop an appreciation of all that it takes and all that's involved in producing a product to look its best." King plans to use the gallery to motivate students. "If they see a display of artwork and they want recognition for what they do, that's a golden opportunity for them to create something and gain recognition."

It always seemed to Flanigan and Reichard that a school for deaf students with an emphasis on visual communication and learning should have a place to display students' work in the fine and practical arts. "We wanted to develop an interactive program where students themselves are responsible for how the work is displayed and described," said Flanigan. "The fact that students take a leading, active part in forming the program is what makes it a potential model program."

Other student curators and their faculty sponsors are sewing curator Mary Lou Oliver (math instructor Naomi Zowader), drawing and painting curator Josephine Belaval (fine arts instructor Wei-Min Shen), and sculpture curator Tanya Redfern (fine arts instructor Marie Emmanuel).

In addition to working on their own exhibits, student curators visit local museums where they meet professionals in the field. This fall, they have visited the Torpedo Factory in Alexandria, Va., where they met Cora Rupp, curator for its art gallery and the National Museum of African Art, where they met Peggy Blechman, education specialist. Blechman also came to the Star Gallery. She critiqued the displays, pointing out their strengths and weaknesses, and suggested changes.

Future plans for the Star Gallery include having the woodworking classes build pedestals for displaying large sculpture pieces and a slide show about the gallery and the Honors Gallery Curatorship Program. Additional

plans include inviting dance, musical, and fine arts guest artists to perform and to speak at the gallery, and, of course, professional curators from other galleries.

Pre-College Outreach Services is providing funding for the gallery, and the MSSD Principal's Office is covering expenses for film and developing so students can document their work.

"The Star Gallery is a showcase!" said MSSD Principal Cynthia Bailes. "It not only is a pleasant place to be, it exhibits a wide range of student work in the arts. The gallery and student curatorship symbolize our belief that the arts are an important part of our program. Bringing these into being was truly a labor of love and an example of the dedication, commitment, and sense of empowerment of faculty and staff."



Dr. Deborah Sonnenstrahl, chair of the Art Department, recognizes Harry Boone, assistant professor, for five years of service to the University.

## ESARP investigates literacy levels

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poor English skills of Gallaudet graduates. Administrators expressed concern that in the past the institution seemed ambivalent about the importance of English, and they worry that it underestimates both the magnitude of the reading and writing problem and the changes needed to address the problem in a meaningful way.

The majority of administrators favored significant increases in expectations for student reading ability. The DRP score suggested by administrators as a requirement for admission to the School of Preparatory Studies is higher than the current requirement to exit the prep program and be accepted for enrollment at the University.

The ESARP report contains 22 specific recommendations for addressing the issues it raises. Recommendations call upon the faculty to set as a common goal that students attain the level of reading and writing skills expected of university graduates. The administration is urged to commit the resources needed to achieve this goal. The literacy skills needed for professional positions and in graduate school must be identified, and only students capable of achieving these skills should

be admitted to the undergraduate program. Undergraduate faculty should give clear and consistent feedback to students to help them improve their literacy skills.

The ESARP report notes that problems with student literacy at Gallaudet have been documented before but not acted upon. This time around may be different, however. Terry Coye, associate professor of English and the coordinator of the ESARP study, presented the findings of the report to the Board of Trustees during its fall meeting at Kendall Green.

The Gallaudet community should view the ESARP report as a first step in a process of change, its authors assert, not a documentation of the University's deficiencies. All of the groups who participated in the study expressed a genuine desire to see change, according to the report. Further, the ESARP report stresses a reemphasis on undergraduate skills and education in line with the University's recently adopted vision statement.

The 31-page report is available in its entirety on the vax. For a copy, type PRINT PUB:ESARP.DOS at the log-in. Copies of the report are also available at the Library's reserve desk.

## Changes to CDC to be examined

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continue to operate on a self-supporting basis, primarily from the enrollment fees it collects. One way to improve the CDC's financial operation is to boost the number of children in the program back up to its former level. This year about 40 children are enrolled in the program, which has the capacity to serve 59 students. Part of the effort to increase the number of children may involve enrolling more children from families who are not part of the Gallaudet community. The goal, Royster said, will be to inform families from outside the campus community, particularly deaf families, that their children are welcome to attend the CDC.

"Having hearing and deaf students together in a positive educational environment that fosters interaction and learning with both deaf and hearing teachers as role models is certainly the type of educational programming we want to explore and demonstrate for the rest of the nation," concluded Corson.



MSSD senior Jimmy Pastorick, curator for drafting and graphics at the school's newly established Star Gallery, replaces the labels that explain his exhibit.



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## Deaf children, late-deafened adults are topics of two new Press books

Two books published recently by the Gallaudet University Press look into the lives of deaf children and other children with disabilities throughout the centuries, and into the lives of late-deafened adults.

*The History of Special Education: From Isolation to Integration*, by Margaret Winzer, takes readers through a four-part narrative of the facts, characters, and events spanning 400 years that shaped the field of special education in Western Europe, Canada, and the United States.

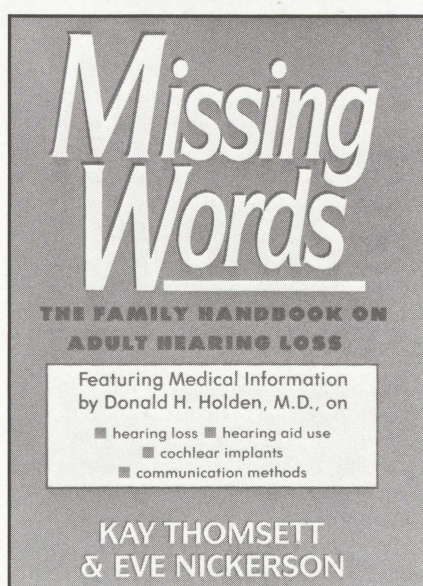
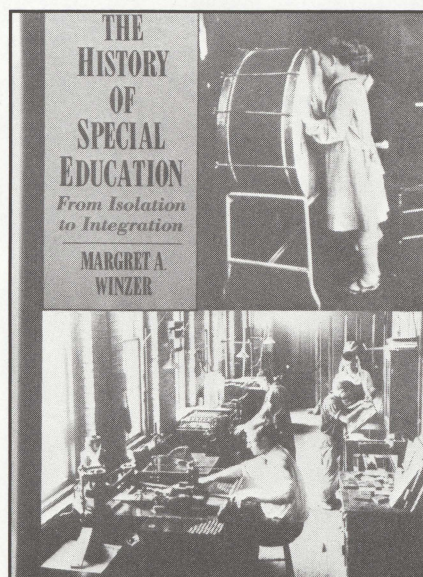
The book also examines social trends and their effects on the education of children with disabilities, such as the "medicalization" of the causes of disabilities. A chapter titled "Measures and Mismeasures: The IQ Myth" discusses the "scientific racism" of the times. It brings together the growth of ideas and schools in 18th century Europe and North America with the 19th century, where, for the first time, the vital issues of placement, curriculum, early intervention, and the status of teachers came into place. The book also touches on significant figures involved in special education, including Ponce de Leon, Bonet, Diderot, Tuke, Gallaudet, Bell, Howe, Snellen, Jackson, Montessori, Binet, Watson, Dewey, Kirk, and Dunn. Tables track notable trends such as the increase of women teachers.

The other book, *Missing Words: The Family Handbook on Adult Hearing Loss*, by Kay Thomsett and Eve Nickerson, tells the personal stories of a daughter's and mother's struggle to cope when the mother loses her hearing. It reveals the frustrations and obstacles that adults who lose their hearing and their families face. But it also outlines an exact course of action for late-deafened adults who want to make the most of what they can still hear of voices, optimize their environment, communicate beyond words, predict meaning, and rethink sound. The book includes a complete list of resources on assistive devices and professional support. It also teaches readers to take charge of situations when possible and to let go when control is not possible.

"Although information on deafness is available elsewhere, the unique perspective of this guide makes it useful for the 20 million American families

who struggle with the problem of adult hearing loss," said Emily Ferren in a review for the *Library Journal*. Ferren recommended it for all popular medical collections and said, "The information in this readable guide is easily digested and offered in a frank, forthright manner."

*The History of Special Education: From Isolation to Integration*, 464 pages, \$55.95, and *Missing Words: The Family Handbook on Adult Hearing Loss*, 304 pages, \$21.95, can be purchased at the Gallaudet University Press at MSSD, Room G-13, or by calling x5488, and at the Gallaudet Bookstore.



Lucille May (left), Delta Zeta Sorority's Gallaudet liaison, and Joan Lowry, national president of the Delta Zeta Foundation, give KDES art teacher Phillip Bogdan a gift at Kendall Gallery Nov. 5 for his help with a notecard and an article for their magazine.

November 29, 1993



Fifty-one employees received service awards at the Division of Administration and Business annual awards luncheon Nov. 12. John Buchanan (left), assistant controller, the senior-most recipient with 30 years of service, receives his award from Vice President Paul Kelly. Other senior recipients were Gary Schlub for 25 years and Suzanne Baker, Kevin Casey, Jerry James, and Michael Shirley for 20 years.

## Teleconference stresses campus unity

Panelists at a Nov. 10 teleconference, "We Can Get Along: A Blueprint for Campus Unity," stressed the importance of building a sense of community on university campuses by helping students of all racial and ethnic groups work together on diversity issues.

The national teleconference, sponsored by Cox, Matthews & Associates, Inc., publishers of the magazine *Black Issues in Higher Education*, was viewed by the Gallaudet community in the Ely Auditorium. The campus broadcast was sponsored by the President's Office and Multicultural Student Programs.

The teleconference panelists included Leo O'Donovan, president of Georgetown University; Jacqueline Fleming, professor of psychology at Barnard College in New York; Paul Shang, director of the Help for Education and Life Planning/Success Center at Colorado State University; Curtis Polk, race relations counselor at the University of Texas at Austin; Gloria Romero, visiting professor of Chicano studies at Loyola Marymount University; and Andrew Hacker, professor of political science at Queens College of the City University of New York. Julian Bond, a civil rights activist who teaches at the University of Virginia, moderated the teleconference.

The panelists discussed ways to cultivate a campus atmosphere that welcomes diversity and reduces racial conflict before a crisis occurs—or deals with the aftermath if a crisis does occur. They also discussed the self-segregation that occurs on many campuses, in which students of any particular race and ethnic group associate only with other members of their group.

It is crucial that everyone on campus, regardless of color or ethnic background, work on diversity issues together, the panelists said. The first message incoming students should hear from a university's administration is that diversity is welcome on campus, and that racism, sexism, and homophobia will not be tolerated, they said.

Racial incidents on campuses across the country were discussed as examples of the racial tension that can exist among students. In one instance, a black sorority at the University of Pennsylvania had a party outside a student dormitory. A white male student, annoyed by the noise ordered them to leave, and called them "water buffalo" and other racial slurs. In an interview broadcast during

the teleconference, he said, "I have a right to say what I want."

Panelists said that although they believe in free speech, it is still wrong to denigrate members of any minority group. Most felt it was appropriate for a university's administration to clarify to students what it considered acceptable language. "A lot of people don't seem to understand that your free speech ends when it begins to infringe on mine," one panelist said. Another panelist, however, commented, "It seems sad writing speech codes for students as though they don't know what's hateful language."

In discussing self-segregation, panelists suggested that some people see separate housing and clubs for students of color as a source of strength and empowerment. "I believe in unity. I also think we need a place to be comfortable," one panelist said. A black student in the studio audience pointed out that, in a predominantly white university where nearly all your classmates and dormmates are likely to be white, it's impossible to be completely self-segregated.

Although sympathetic to students who feel the need to take radical steps to bring attention to racial problems—students at one university, for instance, stole copies of their student newspaper when it ran an article hostile to affirmative action—panelists said students should work within the system, although one panelist admitted that it can often be a slow and frustrating process.

## Among Ourselves

Barbara White, associate professor of social work, presented a paper, "Deaf People as Adoptive Parents, An Untapped Resource," at the North American Council on Adoptable Children's annual conference last summer in Milwaukee, Wis.

Dr. Michael Deninger, senior research scientist in Graduate Studies and Research, gave a presentation, "Managing Diversity in the Workplace" on Oct. 2 at Johns Hopkins University's Annual Human Resources Conference at its Applied Physics Lab in Laurel, Md.

On the Green 3





(From left:) Dean of Graduate Studies and Research Michael Karchmer recognizes Genetic Services Center Director Kathleen Arnos and research editor Robert C. Johnson for 10 years of service to Gallaudet; and Sponsored Programs Assistant Director Judith Newbouser, research scientist Lynne Bernstein, and research associate Arlene Kelly for five years of service.

## Announcements

Photos of any aspect of "The Deaf Way Conference and Festival" of 1989 are being sought for possible inclusion in a book of papers from the event. The book will be published by the Gallaudet University Press in July 1994 to mark the fifth anniversary of The Deaf Way. Anyone who has photos is asked to contact Dr. Carol Erting by E-mail (CJERTING) no later than Dec. 7.

The Gallaudet Bookstore now carries trade books and best-selling novels and nonfiction books. In addition, the Bookstore recently acquired "Create-A-Card," a device that allows the user to make his or her own personalized cards for any occasion.

SignRise Cultural Arts, Inc., will stage a sign language and voice performance of "Prime Time Tartuffe" at Gallaudet's Elstad Auditorium on Dec. 3 and 4 at 8 p.m. and Dec. 5 at 2 p.m. Dr. Don Bangs, artistic director of SignRise, has adapted Moliere's farce into a contemporary comedy. The play is directed by Willy Conley, assisted by Betsy Maynardie, voice director. Tickets are \$10 for adults and \$8 for students. For reservations, call (800) 735-2258, ext. (301) 585-2761 (V), (301) 585-2761 (TTY), or (301) 585-2142 (fax). "Prime Time Tartuffe" can also be seen at Oakton High School, Vienna, Va., on Dec. 10 and 11, and at Catonsville (Md.) Community College on Dec. 17, 18, and 19.

The National Deaf Dance Theatre will give a performance at a party at the "Ole Jim" on Dec. 4, 8 p.m. to 1 a.m. Drinks and food will be provided. Admission is \$10, or \$7 with a ticket stub from SignRise Theatre's "Tartuffe." For more information, call Fred Beam, x5466, or Monika Barglow, x5269.

Hearing children of deaf parents who are fluent in American Sign Language and for whom English and ASL are native languages are needed for a study of language and the brain. The study involves a PET (positron emission tomography) scan—essentially, "snapshots" of the brain at work. Subjects will be paid \$300 for participating. For more information, call Dr. Allen Braun, (301) 402-1497 (V), or (301) 402-0409 (fax).

Ken Glickman, author of two humor books on deaf culture, *DEAFinitions*, and *More DEAFinitions!*, has created a videotape of comedy routines based on his books. The videotape, "Deafology 101," is one hour long, closed-captioned, and voice-narrated. For more information, contact DEAFinitely Yours Studio at (301) 588-0965 (TTY), (301) 588-0548 (V), or (301) 588-5261 (fax).

The Paint Branch Unitarian Universalist Church of Adelphi, Md., has its 9:30 a.m. Sunday services sign interpreted. The church's meeting room is equipped with a Telex assistive listening system. Other church activities will be signed on request. For more information, call (301) 937-3666.

The Cleary School for the Deaf in Nesconset, (Ronkonkoma) New York, is looking for past students. Anyone who attended the school, or knows someone who did, is asked to send the information to the Cleary School, 301 Smithtown Blvd., Nesconset, NY 11767, attention Alesia Gribbin.

DEAFinitely Yours Studio has announced the establishment of a new, multi-line electronic Bulletin Board System called Deaf New World BBS (DNW-BBS). The DNW-BBS, which is open 24 hours a day, can be reached at (301) 587-2277, or at (301) 587-2278. For more information, contact DEAFinitely Yours Studio at (301) 588-0965 (TTY), (301) 588-0548 (V), or (301) 588-5261 (fax).



Dr. John Van Cleve (left), professor and chair of the History Department, congratulates Dr. Joseph Kinner, associate professor, for 20 years of service to the University.

## Outreach employee becomes novelist

Constance Toliver, managing editor of *American Annals of the Deaf* in Pre-College Outreach, will have her first novel published by Harper Collins in May 1994.

*Sisters and Lovers* is about three black women, ages 29-37, and their relationships with the men in their lives. Two are married, and one is single, and all have difficulty finding happiness with men. One woman's husband spends his time in the streets with his friends instead of at home with his wife. The single woman breaks up with her boyfriend but continues to search for a husband. The second married woman has a happy marriage until her husband decides to quit his job and start his own law firm, requiring sacrifice from his family.

While all of the sisters in *Sisters and Lovers* "have a little of me," Toliver said, none are based wholly on her own life. "I think the women are a composite of things I've heard over the years," she said, asserting that her black women friends often have difficulty finding professional black men.

As a professional editor for more than 10 years, Toliver is used to dealing with the printed word. Publishing works of her own, however, is a new experience—until now, she has only published two articles, she said. One was on deafness for a health magazine and the other was a book review for an in-house publication, "Focus," at her previous job.

"I've always had an interest [in writing]," Toliver said. "When I was in school I liked to write papers, but I never really thought about publishing until maybe 10 years ago."

Becoming a professional writer in her own right has been a struggle for Toliver. "I tried writing a few things, then I'd never finish them," she said of earlier writing efforts. She started developing the idea for *Sisters and Lovers* two or three years ago.

The transition from editing stories that deal with hard facts for the *Annals* to creating fiction of her own has not been difficult, said Toliver. "I think in some ways, fictional [writing] for me is easier. For professional writing you need to be an expert in some field, and I'm not. I have a very vivid imagination. I've always loved to read. When I was little, my mother would have to tell me to go outside to play."

Toliver won't get back to writing in a hurry, she said. "Right now, I'm too excited to think about the next book." When she wrote *Sisters and*

*Lovers*, she woke up as early as 5:30 a.m. to work. "I'd have to force myself to do that again, and that's hard." But her writing career is not at an end. One ambitious project she has in mind is to trace her mother's history, focusing on the women of her family, back to the 16th or 17th century. Harper Collins has already expressed interest in the idea.

Other ideas are also competing for her attention, she said. For instance, Toliver, who was born with a mild hearing loss but only started becoming deaf a few years ago, said, "Sometimes I think about a book with deaf characters, but for me being deaf is a new experience. It's not internalized yet."



Constance Toliver

## Classified Ads

**Classified ads** are printed for Gallaudet faculty and staff. Ads must be submitted in writing in person or by mail to *On the Green*, MSSD, Room G-37. Off-campus phone numbers must include an area code and whether the number is voice or TTY. In compliance with the Education of the Deaf Act of 1992, as amended, payment of \$1 per ad per printing must accompany each ad. The deadline for submitting ads is Friday, 10 days before the desired publication. Ads received Nov. 29-Dec. 3 will be published Dec. 13.

**FOR SALE:** '74 Volkswagen Superbeetle, 1600 CC engine, beige/tan, new paint and tires, well maintained, good cond., \$2,100/BO. Call Ron, (202) 722-5865 (TTY) after 7 p.m. or E-mail RJESYMANSKY.

**FOR RENT:** Master BR w/private bath, semi-furnished, walk-in closet, kitchen and W/D privileges, small storage, one parking space, near NASA/Greenbelt, Md., avail. Dec. 10 or earlier, \$350/mo. plus 1/3 util. Call R. Corey, x5754 or E-mail RACOREY.

**FOR SALE:** 13-in. Panasonic TV, bought last April, good quality, \$200/nego. E-mail 11SBISHARA.

**FOR RENT:** Townhouse in Bowie/Mitchellville, Md., 3-BRs, 2 baths, finished basement, all amenities, landscaped, new paint/carpet, \$950/mo., avail. mid-Jan. Call S. Gallagher, x5585 days or (301) 390-4834 (V/TTY) evens., or E-mail SENECESSARY.

**FOR RENT:** 3-story end-unit townhouse in North Potomac, Md., near MARC train and Rockville and Shady Grove Metro stations, 2 large BRs, 2 1/2 baths, W/D, cable, no pets, avail. Dec. 1. Call x5569 or E-mail DKAMMONS.

**RENT/SALE OPTION:** 1-BR condo w/pantry and huge walk-in closet, W/D, Rockville, Md., near Grosvenor and White Flint Metro stations, \$480/mo. Call Vivian, (301) 770-1562 (V) evens./weekends.

**FOR RENT:** Sunny 1-BR basement apt. in Montpelier Hills, Laurel, Md., near Rt. 197 and B/W Pkwy., W/D, cable, fireplace, priv. entrance, \$550/mo. incl. util. Call Olin or Audrey, (301) 206-5276 (V/TTY) evens.

**FOR SALE:** Twin bed including box spring and mattress for \$150. Call (703) 941-6607 (TTY) or E-Mail HAEKINS.